



FACULTY OF HUMANITIES AND SOCIAL SCIENCES

SCHOOL OF LINGUISTICS AND APPLIED LANGUAGE STUDIES

**GRADUATE CERTIFICATE IN TESOL
ELIN 801 INTRODUCTION TO LANGUAGE TEACHING
30 POINTS**

TRIMESTER 3 2013

Important dates

Teaching dates: 6 November 2013 – 5 February 2014

Mid-trimester/Xmas break: 19 December 2013 – 5 January 2014

Last assessment item due: 10 February 2014

Withdrawal dates: Refer to www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds
If you cannot complete an assignment or sit a test or examination (aegrotats), refer to www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Class times and locations

Lectures: Monday 11:00 – 12:50pm: VZ101
Wednesday 09:00 – 10:50am: VZ101

Tutorial A: Tuesdays 13:00-16:00pm: VZ312 (Group times to be finalised during lectures)

Tutorial B: Wednesdays 13:00-15:00pm: VZ312 (Group times to be finalised during lectures)

One-hour teaching session: (13 Nov -29 January) Wednesdays 12:00 – 13:00 (Rooms to be allocated during lectures)

Names and contact details

Course Coordinator Jill Musgrave
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Office hours: tba



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LALS Office Room 210
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Kelburn Parade
9 am – 4:15pm
Email: lals@vuw.ac.nz

School webpage <http://www.victoria.ac.nz/lals/>

Communication of additional information

Announcements will be made in class and posted on Blackboard: www.blackboard.victoria.ac.nz

Prescription

This course introduces the planning and implementation of appropriate classroom language teaching activities, and addresses issues in managing classrooms for effective second and foreign language learning. Students undertaking this course should have completed an undergraduate degree.

Course content

ELIN 801 will be taught by Jill Musgrave. The course covers:

- Principles of language teaching and learning and their application in teaching activities and materials.
- The teaching of grammar, vocabulary and the skills of listening, speaking, reading and writing to foreign and second language learners.
- Designing a balanced programme of work and monitoring learners' progress through it.

The main topic areas that will be studied are as follows:

Week 1 (6 November)	An introduction and overview
Week 2 (11, 13 November)	Teaching reading
Week 3 (18, 20 November)	Teaching reading
Week 4 (25, 27 November)	Teaching reading, Teaching writing
Week 5 (2, 4 December)	Teaching writing
Week 6 (9, 11 December)	Teaching writing, Pronunciation
Week 7 (16, 18 December)	Pronunciation

Mid-trimester break: 19 December – 5 January inclusive

Week 10 (6, 8 January)	Teaching listening
Week 11 (13, 15 January)	Teaching listening
Week 12 (22 January)	Teaching speaking
Week 13 (27, 29 January)	Group presentations, Teaching speaking
Week 14 (3, 5 February)	Language assessment and testing

These topic areas indicate the main focus that has been planned for each week. Within each topic, an emphasis will be given to integrating language skills; planning, implementing and reflecting on teaching activities; and monitoring learners' progress. Other topics, such as vocabulary and English grammar, will be covered throughout the course.

Course learning objectives (CLOs)

Students who pass this course will be able to:

1. Outline principles of language teaching and materials development and explain how they support a balanced programme of work for language learners.
2. Outline features and benefits of specific language teaching activities and materials for the teaching of reading, writing, listening, speaking and vocabulary.
3. Suggest classroom approaches and/or solutions to frequently encountered issues relating to second language learners and their learning.
4. Evaluate the design and implementation of materials used in a small group teaching setting in relation to principles.
5. Demonstrate professional behaviour.

Teaching format

Course members will attend two lectures each week. The scheduled tutorial times will be used mainly for preparation and evaluation of the teaching materials and activities that course members will teach in the one-hour small group teaching session each Wednesday. Course members are expected to participate fully in all sessions and make regular use of the course information posted on Blackboard.

Mandatory course requirements

In addition to achieving an overall pass mark of 50%, students must:

1. Attend at least 90% of the ELIN 801 classes (lectures and tutorials) and practical teaching sessions.
2. Complete all class tasks and written and oral assignments.
3. Hand in all required assignments on time. No work will be accepted after **10 February**.

Workload

As ELIN 801 is a 30 point course, you should expect to spend 300 hours on coursework spread out over the 14 weeks of the course. This means that the workload is likely to exceed 20 hours per week for most weeks of the course. The workload includes:

- Preparing for classes: including reading and review
- Attending classes [lectures and tutorials]
- Planning and designing language learning activities and materials for the one hour lessons
- Teaching one hour lessons with a pair or small group of learners
- Evaluating each one hour teaching session
- Completing assessments

Assessment

This course will be examined by internal assessment. The final grade for ELIN 801 will be based on a test (15%), two assignments (30% each), a group poster presentation (15%), and a grade for professional behaviour (10%). The assessment schedule appears below.

Assessment items and workload per item		%	CLO(s)	Due date
1	A 1-hour test	15%	1, 2, 3	Wed 11 Dec 2013 (9:00-10:00)
2	A 2,000-2,500 word assignment	30%	1,2,3,4	Mon 6 Jan 2014 (5pm)
3	A 30-minute group poster presentation	15%	1,2,3,4	Mon 27 Jan 2014 (11:00 – 12:50pm)
4	A 2,000-2,500 word assignment	30%	1,2,3,4	Mon 10 Feb 2014 (5pm)
5	Professional behaviour	10%	5	Ongoing throughout the course

The **test** (15%) aims to measure course members' understanding of principles and concepts underlying lesson planning, materials preparation, and the implementation and evaluation of language activities. It is expected that the test questions will be answered in a systematic way drawing on material covered in the course.

The **assignments** (60% in total) require course members to apply what they have learned in classes, through reading and independent study to a practical teaching situation.

Assignment One

Prepare, trial and report on a language lesson you have designed to improve reading or writing. (2,000 to 2,500 words)

This assignment requires you to use an ELIN 801 lesson you have planned, prepared materials for, and taught as a focus for discussing what you have learned from the ELIN 801 classes, from the set and recommended texts and from your own independent reading about either reading or writing. It is expected that you will include a focus on vocabulary in this assignment.

Assignment Two

Prepare, trial and report on a language lesson you have designed to improve listening or speaking. (2,000 to 2,500 words)

This assignment requires you to use an ELIN 801 lesson you have planned, prepared materials for, and taught as a focus for discussing what you have learned from the ELIN 801 classes, from the set and recommended texts and from your own independent reading about either listening or speaking. It is expected that you will include a focus on pronunciation in this assignment.

The **Group Poster Presentation** (15%) will take place in class time on Monday 27 January.

Working in ELIN 801 teaching practicum groups, you will gather information about your learners throughout the ELIN 801 teaching sessions. You will consider learner characteristics, such as learning styles, personality, motivation, identity and learner beliefs. You will also record your observations of how your learners respond to the lessons you prepare each week. You will collate and present the findings of your study as a poster.

Professional behaviour (10%) refers to demonstration of 'teacher attributes', such as communication, self-management and collaboration. **Detailed criteria will be developed collaboratively by course members and the course coordinator at the beginning of the course.**

Group work

While Assignments One and Two will be completed individually, course members are encouraged to work collaboratively when preparing and reflecting on the practice teaching sessions that inform both assignments. The Group Poster Presentation project requires course members to work collaboratively in small groups. For the Group Poster Presentation, half of the marks are awarded to the whole group and the other half of the marks are awarded individually.

Full guidelines, including information about presentation and marking criteria, for assessments will be provided in class and posted on Blackboard.

Submission and return of work

Assessment items are to be given directly to the Course Coordinator or posted in the Assignment Drop Box next to the VZ210 office door. All assessment items will be returned within 2 weeks of the due date.

Penalties

You must complete all assigned work by the deadlines. If you have strong reasons for needing an extension (such as an illness or bereavement) you must get explicit permission from the course coordinator before the due date. Work handed in late without prior permission to do so may not be eligible for assessment.

Practicum arrangements

The Wednesday teaching sessions form part of the ELIN 801 coursework. The ELIN 801 course coordinator will arrange these sessions together with the coordinator of the Preparation for English Proficiency Programme which is also taught by the English Language Institute, within the School of Linguistics and Applied Language Studies. The ELIN 801 coordinator will supervise all teaching session.

Set texts

Nation, I.S.P. (2009). *Teaching ESL/EFL Reading and Writing*. New York: Routledge.

Nation, I.S.P. & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. New York: Routledge.

The set texts will be available from vicbooks: www.vicbooks.co.nz

Recommended reading

The following titles are located in the main library on 3 day loan and/or on Closed Reserve.

Day, Richard R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.

Lightbown, P & Spada, N. (2006). *How languages are learned*. Third edition. Oxford: Oxford University Press.

Nation, P. & Gu, P. Y. (2007). *Focus on vocabulary*. Sydney: NCELTR, Macquarie University.

Nation, I.S.P. (2008). *Teaching vocabulary: Strategies and techniques*. Boston, USA: Heinle.

Nuttall, C. (2005). *Teaching reading skills in a foreign language*. Oxford: Macmillan Education.

Parrott, M. (2000). *Grammar for English language teachers*. Cambridge: Cambridge University Press.

Parrott, M. (2010). *Grammar for English language teachers*. Cambridge: Cambridge University Press.

Richards, J. & Lockhart, C. (1994). *Reflective teaching in second language classrooms*. New York, NY, USA: Cambridge University Press.

Thornbury, Scott (1999). *How to teach grammar*. Harlow: Pearson Longman.

Course members are also expected to read relevant articles in journals such as: *English Teaching Forum* and *Modern English Teacher*. See Blackboard for an extensive journal list.

LALS Staff Resource Room

The Staff Resource Room (VZ 204) is a reading room where you can consult materials on language teaching. Books and periodicals may not be borrowed and student access to the resource room is restricted. Opening times are listed on the door.

Class representative

The class representative provides a useful way to communicate feedback to the teaching staff during the course. A class representative will be selected at the first lecture of the course. Students may like to write the Class Rep's name and details in this box:

Class Rep name and contact details:

Student feedback

A new topic of 'Individual learner differences' was chosen for the 2012/13 Group poster presentation assessment. The same topic will be used this year. The delivery and requirements for this presentation will be amended slightly in response to student feedback last year. It is likely that feedback concerning this assessment will also be sought from current students.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

Other important information

The information above is specific to this course. There is other important information that students must familiarise themselves with, including:

- Academic Integrity and Plagiarism: www.victoria.ac.nz/home/study/plagiarism
- Aegrotats: www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat
- Academic Progress: www.victoria.ac.nz/home/study/academic-progress (including restrictions and non-engagement)
- Dates and deadlines: www.victoria.ac.nz/home/study/dates
- FHSS Student and Academic Services Office: www.victoria.ac.nz/fhss/student-admin
- Grades: www.victoria.ac.nz/home/study/exams-and-assessments/grades
- Resolving academic issues: www.victoria.ac.nz/home/about/avcacademic/publications2#grievances
- Special passes: www.victoria.ac.nz/home/about/avcacademic/publications2#specialpass
- Statutes and policies including the Student Conduct Statute: www.victoria.ac.nz/home/about/policy
- Student support: www.victoria.ac.nz/home/viclife/student-service
- Students with disabilities: www.victoria.ac.nz/st_services/disability
- Student Charter: www.victoria.ac.nz/home/viclife/student-charter
- Student Contract: www.victoria.ac.nz/home/admisenrol/enrol/studentcontract
- Turnitin: www.cad.vuw.ac.nz/wiki/index.php/Turnitin
- University structure: www.victoria.ac.nz/home/about
- VUWSA: www.vuwsa.org.nz

COVER SHEET

COURSE NAME & CODE
e.g. ELIN 801

SURNAME : _____

GIVEN NAME : _____

ID NUMBER : _____

TUTOR / LECTURER : _____

ASSIGNMENT TITLE / NO : _____

NUMBER OF WORDS : _____

DUE DATE : _____

Please complete the following checklist:

tick box

I have checked my work carefully before submitting

I have included a list of references, properly formatted

I have numbered the pages of this work

I have retained a copy of this work

There is no plagiarism in this work

I value your feedback and will collect my work promptly

OR

I do not require any feedback on this work

STUDENT'S SIGNATURE: _____

DATE: _____